DOCUMENT RESUME

ED 434 274 CG 029 232

AUTHOR	Lum, Christie
TITLE	A Guide to State Laws and Regulations on Professional School Counseling.
INSTITUTION	American Counseling Association, Office of Public Policy and Information, Alexandria, VA.
PUB DATE	1999-03-00
NOTE	109p.
AVAILABLE FROM	American Counseling Association, Office of Public Policy and Information, 5999 Stevenson Ave., Alexandria, VA 22304-3300 ($10). Tel: 800-347-6647, ext. 222 (Toll Free).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Background; Comprehensive Programs; *Counselor Certification; Counselor Client Ratio; Counselor Qualifications; *Counselor Role; Credentials; Educational Experience; Elementary Education; Experience; Financial Support; Position Papers; *School Counseling; *School Counselors; School Guidance; Secondary Education; *State Legislation; *State Regulation; Tests
IDENTIFIERS	American School Counselor Association; Background Checks (Employment); Reciprocity

ABSTRACT

Professional school counselors are required by law and/or regulation in every state to obtain a state-issued credential in order to be employed in public schools. In some states, this credential is called "certification"; others term it "licensure" or "endorsement." This guide provides two charts and information introducing and explaining each. The first chart summarizes the requirements and qualifications needed to obtain school counseling credentials in each of the 50 states and the District of Columbia. This chart provides information on educational, experience, and examination requirements, reciprocity, and background checks. It tells which states mandate counseling, at which grade level (K-8 or 9-12) it is mandated, the counselor to student ratio, the source of the mandate, who funds the mandate, and whether or not a mandate is being considered. Examples of state mandates from Georgia, Louisiana, New Hampshire, New Mexico, and South Carolina are provided. Statements from the American School Counselor Association explain the role of school counselors and comprehensive school counseling programs. (MKA)

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ED 434 274

A Guide to State Laws and Regulations on Professional School Counseling

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Christie Lum
ACA Office of Public Policy & Information
March 1999

AMERICAN COUNSELING ASSOCIATION

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ABOUT THE INFORMATION IN THIS REPORT

The information in this report was compiled through an analysis of state laws, regulations, credentialing applications, and written communications with state officials. Every effort has been made to ensure the accuracy of the information presented here, but due to the complexity of some of the regulations and the frequency with which state regulations can and do change, we cannot guarantee that this report is completely without error. Readers are invited to bring any errors, omissions, or changes to our attention at the American Counseling Association, Office of Public Policy & Information, 5999 Stevenson Avenue, Alexandria, VA 22304.

For additional information, or clarification or interpretation of any of the laws and regulations summarized in this report, please contact the appropriate state agency.

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STATE CREDENTIALING OF PROFESSIONAL SCHOOL COUNSELORS

Professional school counselors are required by law and/or regulation in every state to obtain a state-issued credential in order to be employed in public schools. In some states, this credential is called "certification"; others term it "licensure" or "endorsement".

The requirements and qualifications needed to obtain this credential in each of the 50 states and the District of Columbia are summarized in the chart on pages 7-39 of this report. The requirements outlined for each state are those necessary to obtain an initial, entry-level credential as a professional school counselor. Some states permit school counselors to obtain provisional or temporary credentials pending their satisfaction of all of these requirements. Readers who are interested in this option should contact their state agency to learn whether, and under what circumstances, it may be available in their state.

Renewal and Different Tiers of Licensure

Most states require professional school counselors to complete additional coursework or earn continuing education credits in order to renew their credentials. Some states also have different tiers of credentialing, granting counselors with greater experience and/or educational attainment, credentials of longer duration. Information about these elements of state credentialing programs is omitted from this report.

Alternative Routes to Certification

A growing number of states are establishing alternative paths for the credentialing of teachers and other school personnel. In compiling this report, we have tried to include any alternative certification program that affects requirements for professional school counselors. Information on this issue was difficult to obtain, however, and we would welcome more information and feedback from professional school counselors and state officials in those states that are implementing alternative certification programs.

AN OVERVIEW OF STATE CREDENTIALING REQUIREMENTS

EDUCATIONAL REQUIREMENTS

⇒ ***All states require graduate education in guidance and counseling as an entry-level prerequisite for state credentialing as a professional school counselor.*** Forty (40) states and the District of Columbia require attainment of a master's degree in counseling and guidance or a related field.

⇒ ***Fifteen (15) states require applicants to complete a specific minimum number of credit hours of graduate study in guidance and counseling before they can be credentialed.*** An additional five (5) states require this only if the Master's degree earned is in a field other than school counseling and guidance or teacher education. The number of required hours ranges from 18-54 semester hours. Most states (13) require completion of 30 credit hours or more.

⇒ ***Twelve (12) states require applicants to supplement their graduate education in guidance and counseling with training or coursework in additional subject areas.*** These areas include:

- Education of children with disabilities (6 states)
- Multicultural issues (5 states)
- Health education, including effects of substance use (1 state)
- State and/or Federal laws and constitutions (3 states)
- Use and applications of technology in education (1 state)
- Identification and reporting of child abuse (2 states)

⇒ ***Twenty-seven (27) states and the District of Columbia require completion of a practicum and/or a supervised, school-based internship.*** The prescribed duration of the internship ranges from 200-700 clock hours.

EXPERIENCE REQUIREMENTS

⇒ ***Twenty (20) states and the District of Columbia require applicants to have previous employment experience in order to obtain an entry-level credential.***

- Nineteen (19) states and the District of Columbia require applicants to have previous teaching or related experience (1-3 years).

- Six (6) states require applicants to have previous teaching or related experience (1-3 years), but permit these requirements to be satisfied by completion of a one-year supervised, school-based internship.

- Two (2) states, Nevada and New Hampshire, require applicants to have previous teaching or related experience only if their graduate study was in a major other than guidance and counseling.

- One (1) state, Missouri, requires previous work experience in addition to teaching experience.

- One (1) state, Maine, requires applicants to have some previous work experience.

EXAMINATION REQUIREMENTS

⇒ ***Thirty (30) states and the District of Columbia use one or more standardized examinations as part of the credentialing process.***

- Eighteen (18) states use examinations that measure professional knowledge of the practice of guidance and counseling (NTE Specialty Area Exam in School Guidance and Counseling and equivalents).

- Sixteen (16) states and the District of Columbia use examinations that measure basic proficiency in reading, mathematics, and writing (the Praxis I PPST and equivalents).

- Eleven (11) states use examinations that measure professional knowledge of teaching and learning (the NTE Core Battery and equivalents).

RECIPROCITY

⇒ ***Thirty-seven (37) states allow reciprocity.***

CRIMINAL BACKGROUND CHECKS

⇒ ***Thirty-two (32) states require criminal background checks of all applicants.*** One (1) state, Nebraska, requires this only if applicant is a non-Nebraska resident.

USING AND UNDERSTANDING THE INFORMATION PRESENTED IN THE CHART

EDUCATIONAL REQUIREMENTS

This column sets out the minimum educational qualifications required to be credentialed as a professional school counselor. Special coursework or training requirements (i.e., multicultural training, identification of child abuse) are also detailed.

Recency Credit and Recency Experience

Many states require applicants to have earned at least a portion of their academic credits within the past several years (generally, five years). Some also require that any experience applied toward meeting experience requirements be recent as well. These requirements are denoted on the chart by the terms "recency credit" and "recency experience". The state agency should be contacted for more information about the specifics of these requirements.

EXPERIENCE REQUIREMENTS

This column indicates what previous experience is required in order to obtain credentialing as a professional school counselor. A number of states, for example, require applicants to have previous classroom teaching experience. In some instances, these experience requirements may be satisfied while working under a provisional or temporary credential. The state agency should be contacted to learn whether this option is available.

EXAMINATION

A number of states require professional school counselors to pass standardized examinations as part of their credentialing requirements. This column outlines the tests required and, if available, the minimum passing score required.

Educational Testing Service Assessments

The Educational Testing Service (ETS) administers many of tests that are used by state agencies in their credentialing program.

- ***Praxis I: Pre-Professional Skills Tests*** (PPST) measure proficiency in mathematics, reading, and writing through multiple choice questions and an essay. They are administered by ETS on a regular basis in pencil and paper format at sites throughout the country. Computer-based versions of these assessments can also be taken by appointment at ETS field offices and other sites.

- ***Praxis II: Specialty Area Exams*** measure proficiency in and knowledge of a specific field of specialization, in this case, School Guidance and Counseling.

- The ***National Teacher Exam (NTE) Core Battery Tests*** measure proficiency in three areas: General Knowledge, Communication Skills, and Professional Knowledge.

- The ***National Teacher Exam Specialty Area Tests*** measure proficiency in and knowledge of a specific field of specialization. The applicable test for professional school counselors is the NTE "School Guidance and Counseling" assessment.

For more information about these examinations, contact ETS at 1-800-772-9476.

State-Administered Assessments

Some states have developed and administer their own assessments for school counselors, teachers, and other school personnel. State agencies should be contacted for more information about these assessments.

RECIPROCITY

This column indicates whether the state recognizes a comparable credential issued by another state and permits applicants to use this credential to meet all or part of the state's requirements for credentialing.

The complexity of state reciprocity regulations and procedures precluded us from providing more detailed information about how reciprocity is handled by each state. The process is never automatic, however, and out-of-state credentials may only be substituted to the extent that they are comparable to the credentials of the state in which the application is being made.

BACKGROUND CHECK

This column reports whether a state requires applicants to supply fingerprints and undergo a criminal background check. Some additional background requirements, such as U.S. citizenship, are also indicated here.

ACRONYMS

CACREP: Council for the Accreditation of Counseling and Related Educational Programs

NASDTEC: National Association of State Directors of Teacher Education & Certification

NBCC: National Board for Certified Counselors

NCC: National Certified Counselor, a credential issued by the National Board for Certified Counselors (NBCC)

NCATE: National Council for Accreditation of Teacher Education

STATE	EDUCATIONAL REQUIREMENTS	EXPERIENCE REQUIREMENTS	EXAMINATION	RECIPROCITY	BACK GROUND CHECK
ALABAMA Education Department PO Box 302101 Montgomery, AL 36130-2101 (334) 242-9977 $20.00 application fee and $25.00 fee for background check	Baccalaureate level certification in teaching Master's degree in an approved school counseling program at a regionally accredited institution Completion of a 30 hrs. practicum & 300 clock hrs. counseling internship	2 yrs. full-time educational experience	Written exam designed by the institution	Yes	Yes, for individuals earning their first certificate
ALASKA Education Department 801 W. 10th Street Suite 200 Juneau, AK 99801-1894 (907) 465-2831 $165.00 application fee and $66.00 fee for fingerprint processing	Completion of an approved school counseling program from a regionally accredited institution whose standards are based on NCATE Completion of 3 semester hrs. in Alaska studies & 3 semester hrs. in multicultural or cross-cultural communications Recency credit	None	<u>For a Type A Teacher Certificate with an endorsement in counseling:</u> Praxis I (PPST) **<u>OR</u>** <u>For Type C related services in counseling:</u> None	No	Yes

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
ARIZONA Education Department 1535 W. Jefferson Phoenix, AZ 85007 (602) 542-4367 $30.00 application fee and $32.00 for fingerprint processing	Master's degree from a regionally accredited college/university in school counseling & guidance Completion of an approved graduate program in school counseling & guidance from a regionally accredited institution	2 yrs. of verified, full-time experience as a school counselor **OR** 3 yrs. classroom teaching experience **OR** Completion of a supervised practicum in a school setting from an accredited institution (the college/university sets the # of hrs. required)	Arizona Teaching Proficiency Assessment	Yes	Yes
ARKANSAS Education Department Arch Ford Education Building Four Capitol Mall Little Rock, AR 72201-1071 (501) 682-4475 No application fee	Master's degree in school counseling & guidance from an approved institution (a minimum of 33 credits) Practicum (a minimum of 9 hrs. of coursework) Recency credit/experience	Must hold or be eligible to hold a valid AR teaching license 1 yr. full-time teaching experience	Praxis II Specialty Area Exam: 600	Yes	Yes

STATE	EDUCATIONAL REQUIREMENTS	EXPERIENCE REQUIREMENTS	EXAMINATION	RECIPROCITY	BACK GROUND CHECK
CALIFORNIA Commission on Teacher Credentialing 1900 Capitol Avenue Sacramento, CA 95814-4213 (916) 327-1461	Postbaccalaureate degree study consisting of a minimum of 30 semester hrs. in a Commission-approved professional preparation program specializing in school counseling Practicum working with school aged children (the college/ university program sets the # of hrs. required)	None	California Basic Educational Skills Test (CBEST) *total scaled score must be at least 123 (41 in each of the 3 sections - reading, writing, and math)	Yes	Yes

STATE	EDUCATIONAL REQUIREMENTS	EXPERIENCE REQUIREMENTS	EXAMINATION	RECIPROCITY	BACK GROUND CHECK
COLORADO Education Department 201 E. Colfax Avenue Denver, CO 80203-1799 (303) 866-6628 $72.00 application fee and $38.00 for fingerprint processing	Master's degree or higher in school counseling & guidance from an accredited institution of higher education	None	PLACE Exams: Basic Skills Assessment and School Counseling & Guidance Specialty Assessment Evidence of oral English proficiency	Yes	Yes
CONNECTICUT Education Department 165 Capitol Avenue Hartford, CT 06106 (860) 566-5677 $50.00 nonrefundable application fee *The initial educator certificate is $100 which includes the $50 application fee)	Master's degree from a regionally accredited college/university (at least 30 semester hrs. in school counseling) Completion of a practicum and laboratory experience (the college/university program sets the # of hrs. required) Completion of study in special education comprised of not fewer than 36 clock hrs.	Must hold a CT professional educator certificate or be eligible to hold an initial educator certificate 30 school months of successful teaching experience **OR** Completion of a full-time supervised school internship of 10 school months in a school setting	Praxis I (CBT)	Yes, with 12 states	Yes, at point of hire

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DELAWARE Department of Education Townsend Building PO Box 1402 Dover, DE 19903 (302) 739-4645 $10.00 application fee	Master's degree from a regionally accredited college in an approved program in elementary/secondary school counseling **OR** Master's degree from a regionally accredited college in any field with a minimum of 27 semester hrs. of graduate coursework in the following areas: • Principles & Practices of the Guidance Program • Individual Counseling Skills • Group Counseling Skills • Human Development • Developmental Group Guidance • Individual & Group Testing for Counselors • Counseling Theory • Consultation • Supervised Practicum	A minimum of 3 yrs. professional experience in a school setting **OR** 3 yrs. of appropriate experience as approved by DE Dept. of Public Instruction **OR** 1 yr. full-time supervised school counseling internship which is part of a graduate degree program in school counseling or is arranged by the Dept. of Public Instruction [*Certification as a counselor in career guidance requires an additional 1 yr. experience in a non-educational setting*]	Praxis I PPST: Reading: 175 Writing: 173 Mathematics: 174	Yes	No

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
DISTRICT OF COLUMBIA Education Credentialing & Standards 825 N. Capitol Street, NE 6th Floor Washington, DC 20002 (202) 442-5377 $30.00 application fee	Master's degree in counseling from an accredited institution 300 clock hrs. of graduate level, university-supervised field experience/practicum/ internship in counseling in a school setting (Field experience requirement waived for graduates of CACREP approved programs or if applicant is NBCC certified)	2 yrs. of successful full-time experience in teaching (1 yr. could be satisfied by full-time work experience in a non-school setting)	Praxis I PPST: Reading: 172 Writing: 171 Mathematics: 174 **OR** Praxis I CBT: Reading: 319 Writing: 316 Mathematics: 319	Yes	Yes, and chest x-ray or tuberculin skin test required
FLORIDA Education Department The Capitol PL-08 Tallahassee, FL 32399 (904) 488-2317 $56.00 application fee	Master's degree or higher in guidance & counseling or counselor education which includes 3 semester hrs. in a supervised counseling practicum in an elementary/ secondary school **OR** Master's degree or higher with at least 30 semester hrs. of specified credit in guidance & counseling Overall GPA of 2.5	None	Professional Education Test College Level Academic Skills Test (CLAST) Subject Test in School Guidance & Counseling	Yes	Yes

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
GEORGIA Professional Standards Commission 1452 Twin Towers East 205 Butler Street, SE Atlanta, GA 30334 (404) 657-9000 $20.00 application fee	Master's degree in school counseling from a regionally accredited institution 3 semester hrs. of coursework in special education Recency credit/experience	None	Praxis II: School Guidance & Counseling: 590	Yes	Yes
HAWAII Education Department PO Box 2360 Honolulu, HI 96804 (808) 586-3420 No application fee	Completion of an advanced graduate level state-approved teacher education program in school counseling from an accredited institution	None	Praxis I (PPST/CBT): -Reading: 175 -Writing: 171 -Mathematics: 176 **AND** Principles of Learning & Theory (PLT): K-6: 163 **or** 7-12: 157 **AND** Praxis II: School Counseling and Guidance: 580	Yes	Yes Must also be a U.S. citizen and resident of Hawaii

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
IDAHO Education Department 650 W. State Street Room 251 Boise, ID 83702 (208) 332-6880 $35.00 application fee	Master's degree in an approved program of graduate study in school guidance & counseling from a college/university approved by ID State Board of Education or the state education agency of the state in which the program was completed Supervised practicum in counseling in a K-12 setting (the college/university program sets the # of hrs. required) 700 hrs. of supervised field experience, half of which must be in a K-12 school setting Recency credit (6 semester credits in last 5 yrs.)	None	None	Yes	Yes Must be at least 18 yrs of age Must complete Idaho Criminal History Check before initial certification can be granted
ILLINOIS State Board of Education 100 N. First Street Springfield, IL 62777-0001 (217) 782-4321 $30.00 application fee	Master's degree program from a recognized teacher education institution, with 39 semester hrs. in guidance Completion of a practicum (3 semester hrs. and 100 clock hrs., 40 hrs. of which must involve direct service work with school-aged children), & and an internship (3 semester hrs.)	Must hold or be eligible to hold a valid teaching certificate (requires BA with at least 16 semester hrs. of education coursework) For applicants with less than 2 years of teaching experience, internship must be 600 clock hrs. For others, internship must be 300 clock hrs.	Illinois Certification Testing Exam (Basic Skills Test & Subject Test)	Yes	No

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
INDIANA Professional Standards Board 251 East Ohio Street Suite 201 Indianapolis, IN 46204 (317) 232-9010 $5.00 application fee	Master's degree in counseling or a related field from a regionally accredited institution, with 30 semester hrs. in counseling & guidance at the graduate level Supervised practicum in counseling for students at all levels (the college/university sets the # of hrs. required) Overall 2.5 GPA	2 yrs. teaching experience **OR** A valid out-of-state school counseling license & 1 yr. experience as a school counselor in another state **OR** 1 yr. school counseling internship in a school setting under the supervision of an institution of higher education that has been approved for training of school counselors	None	Yes	Yes

STATE	EDUCATIONAL REQUIREMENTS	EXPERIENCE REQUIREMENTS	EXAMINATION	RECIPROCITY	BACK GROUND CHECK
IOWA Education Department Grimes Building Des Moines, IA 50319-0146 (515) 281-3245 $50.00 application fee	Master's degree in school counseling & guidance from a regionally accredited institution, with at least 27 semester hrs. in: • Human Development • Elementary/Secondary School Guidance • Theory of Counseling • Individual & Group Appraisal • Group Methods in Guidance & Counseling • Educational Psychology/Learning Theory • Social, Philosophical, or Psychological Foundations • Child/Adolescent Developmental Studies • Practicum	Must hold or be eligible to hold an Iowa teaching endorsement 1 yr. teaching experience	None	No	No
KANSAS Education Department 120 SE 10th Avenue Topeka, KS 66612-1182 (785) 296-2288 $24.00 application fee	Completion of a teacher education program Master's degree in school counseling from an approved teacher education program Recency credit/experience	2 yrs. teaching experience	Praxis I PPST: -Reading: 173 -Writing: 172 -Mathematics: 174 NTE Core Battery: -Prof'l Knowledge: 642	No	No

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
KENTUCKY Office of Teacher Education & Certification 1024 Capital Center Drive Frankfort, KY 40601 (502) 573-4606 $50.00 application fee	Master's degree in guidance counseling	Must hold or be eligible to hold a valid KY certificate for classroom teaching 1 yr. full-time classroom teaching experience	None	Yes	Yes, at the local school district level
LOUISIANA Education Department PO Box 94064 Baton Rouge, LA 70804-9064 (504) 342-3490 $55.00 application fee	Master's degree in guidance & counseling from a regionally accredited institution, with at least 21 semester hrs. in: • Principles & Administration of Elementary/Secondary School Guidance • Analysis of the Elementary/ Secondary School Pupil • Counseling Theory & Practice • Orientation to the World of Work/Educational & Vocational Guidance • Group Processes in the Elementary/Secondary School • Child Growth and Development • Practicum A permanent endorsement is obtained when 9 semester hrs. of additional specified graduate courses are completed.	Must hold or be eligible to hold a valid LA teaching certificate <u>Elementary</u> 3 yrs. of successful experience <u>Secondary</u> 3 yrs. of successful experience <u>or</u> 2 yrs. of successful experience & 1 yr. of accumulated occupational experience	NTE Core Battery : Communication: 645 Gen'l Knowledge: 644 Prof'l Knowledge: 645 NTE Specialty Area Exam in teaching field	No	Yes, at the point of hire

STATE	EDUCATIONAL REQUIREMENTS	EXPERIENCE REQUIREMENTS	EXAMINATION	RECIPROCITY	BACK GROUND CHECK
MAINE Education Department 23 State House Station Augusta, ME 04333 (207) 287-5944 $50.00 application fee	Master's or Doctorate from an accredited institution in an approved program to prepare school guidance counselors, with a minimum of 33 graduate semester hours in: • Understanding of the Profession of School Guidance • Understanding of Educational Philosophies & School Operations • Consultation Skills • Individual Counseling Skills • Group Counseling • Understanding of Human Development & Behavior • Knowledge of Career Development & Career Education • Knowledge of Assessment & Testing • Research Skills Related to the Field of Guidance Completion of a 1 yr. full-time approved K-12 internship relating to duties of a school counselor in a school setting	2 yrs. of prior work experience	None	Yes	No

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
MARYLAND Maryland State Department of Education 200 W. Baltimore Street Baltimore, MD 21201 (410) 767-0100 $10.00 application fee	Master's degree in school guidance & counseling	Programs approved by CACREP: As required by CACREP standards Programs approved on-site: 2 yrs. state-approved satisfactory experience as a teacher or school counselor **OR** 500 hrs. in a supervised practicum in school guidance and counseling Programs approved under the Interstate Contract agreement for support services: 2 years of satisfactory experience as a teacher or school counselor Other programs: NBCC certificate and 2 yrs. of satisfactory performance as a teacher or school counselor in a school setting	None	Yes	No

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
MASSACHUSETTS Education Department 350 Main Street Office of Certification PO Box 9140 Malden, MA 02148-9140 (617) 388-3300 x665 $100.00 application fee	Master's degree or equivalent with a major or equivalent in counseling, including a research project appropriate to the requirements & competencies for the certificate sought Completion of a pre-practicum & practicum (the practicum must consist of a minimum of 450 clock hrs)	None, except that 50 hrs of the required practicum may be waived for each year of prior teaching/counseling experience, up to a total of 150 hrs.	Massachusetts Communication & Literacy Test	Yes	No, but applicant must read & sign "The Injured Children" (child abuse form), and certify compliance with state tax laws.
MICHIGAN Office of Professional Preparation Services PO Box 30008 Lansing, MI 48909 (517) 373-3310 $175.00 application fee	Meet educational requirements for MI teacher's certificate Completion of an approved counselor education program in school counseling & guidance (not less than 18 semester hrs. of credit) School counseling practicum (the college/university sets the # of hrs. required)	Must hold MI teacher's certificate, but prior experience not required	Michigan Test for Teacher Certification	Yes	Yes

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
MINNESOTA Department of Children, Families & Learning Personnel Licensing Section 1500 Highway 36 West Roseville, MN 55113 (651) 582-8691 $47.00 application fee and $25.00 fee for fingerprint processing	Master's degree in school guidance & counseling (at least 54 quarter hrs.) 400 hr. practicum under the supervision of counselor educators from an approved college guidance & counseling program Completion of the Minnesota Human Relations Program (addresses components related to racial, cultural, economic groups and interpersonal communication)	Must hold a valid MN teaching license 1 yr. teaching experience **OR** 1 yr. full-time supervised internship in school guidance & counseling	Praxis I (PPST): Reading: 173 Writing: 172 Mathematics: 169 **OR** Praxis I (CBT): Reading: 320 Writing: 318 Mathematics: 31[illegible]	No	Yes

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
MISSISSIPPI Education Department PO Box 771 Jackson, MS 39205 (601) 359-3483 No application fee	Master's degree in guidance & counseling **OR** Master's degree in another area and completion of an approved program for guidance and counseling	If applicant does not already hold a MS teaching certificate, must complete a full-year internship	If applicant already holds a MS teaching certificate: NTE Specialty Area Exam: 600 **OR** Praxis II Specialty Area Exam If applicant does not have a teaching certificate: Praxis I (PPST) **OR** NTE Core Battery: -Communication: 651 -Gen'l Knowledge: 646 *The NTE taken after July 1, 1997 will not be accepted for licensure **AND** NTE Specialty Area Exam: 600 **OR** Praxis II Specialty Area Exam	Yes	No

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
MISSOURI Elementary & Secondary Education Department 205 Jefferson Street PO Box 480 Jefferson City, MO 65102-0480 (573) 751-4212 $25.00 application fee	Master's degree in guidance & counseling from a college/ university approved by the MO Dept. of Elementary & Secondary Education (at least 24 semester hrs. of graduate study with 12 hrs. in school guidance and counseling) Completion of a course in psychology & education of the exceptional child for 2 or more semester hrs. Overall GPA of 2.5 Supervised practice in a school guidance program for at least 3 semester hrs.	Must hold a MO teaching certificate 1 yr. paid employment other than teaching or counseling **AND** 2 yrs. teaching experience	None	No	Yes
MONTANA Public Instruction Office 106 State Capitol PO Box 202501 Helena, MT 59620-2501 (406) 444-3095 $36.00 application fee	Master's degree in school guidance & counseling or equivalent Supervised internship of at least 600 hrs. in a school or a school-related setting Recency credit Overall GPA of 2.0	None	None	Yes	No, but applicants must be of "good moral and professional character"

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
NEBRASKA Education Department 301 Centennial Mall South PO Box 94987 Lincoln, NE 68509-4987 (402) 471-2295 $45.00 application fee and $40.00 fee for fingerprint processing	Master's degree in counseling from a standard institution of higher education Overall GPA of 2.5 Training in human relations (3 hrs. of credit in a course that addresses racism, sexism, multicultural issues) Completion of special education competencies requirement (3 credit hrs.) Recommendation from the college/university attended Recency credit	Must hold a NE teaching certificate 2 yrs. of teaching experience	Praxis I PPST: Reading: 170 Writing: 172 Mathematics: 171 **OR** Praxis I CBT: Reading: 316 Writing: 318 Mathematics: 316 **OR** CMEEBST (Content Mastery Exam for Education - Basic Skills Test): Minimum Score of 850	Yes	Yes, for non-Nebraska residents Must also be "of good moral character" & have no felony conviction or misdemean-or involving abuse, neglect, or sexual misconduct

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
NEVADA Education Department 1820 E. Sahara Avenue Suite 207 Las Vegas, NV 89104 (702) 486-6455 $85.00 application fee	Master's degree in counseling or related field **OR** NCC certification by NBCC **AND** 36 semester hrs in the following areas: • Individual counseling • Group counseling • Individual and group assessment • Structure and management of comprehensive programs for guidance and counseling • Developmental group guidance • Child and family guidance • Counseling on the abuse of controlled substances • Developing careers and choosing occupations • Practicum **AND** any 2 of the following: • Crisis Intervention • Exceptional Children • Counseling Persons from Different Cultures • Advanced Human Growth & Development • Educational Research Coursework in NV School Law, NV Constitution, & the U.S. Constitution	If Master's is in a related field, must have completed 2 years of teaching or school counseling experience	NTE Specialty Area Exam: 570 May take exams in NV School Law, NV Constitution & US Constitution in lieu of coursework	No	Yes Chest X-ray or TB skin test Must be a US citizen

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
NEW HAMPSHIRE Education Department 101 Pleasant Street Concord, NH 03301 (603) 271-3494 $80.00 application fee	Master's degree in guidance & counseling approved by the State Board of Education OR Acquired the competencies, skills, & knowledge of a guidance counselor through experience in comparable positions in education or other professions	None, except that applicants without master's degree in guidance and counseling must have at least 3 months full-time teaching experience	Praxis I (PPST/CBT) Praxis II (TBA) State-administered written exam and oral review for applicants without a master's degree in guidance and counseling	Yes	Yes, at the point of hire
NEW JERSEY Education Department 100 Riverview Plaza CN 503 Trenton, NJ 08625-0500 (609) 292-2045 $60.00 application fee	Bachelor's degree from an accredited/approved institution Completion of 30 semester credit hrs. of post-BA work in guidance & counseling, (6 semester hours) testing & evaluation, (3 semester hours), psychology (6 semester hours), & sociological foundations (6 semester hours) OR Completion of a NCATE approved counseling program	Must hold or be eligible to hold a valid New Jersey teaching certificate 1 yr. of successful teaching experience	None	No	No Must be a US citizen

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
NEW MEXICO Education Department Education Building 300 Don Gaspar Street Santa Fe, NM 87501-2786 (505) 827-6587 $50.00 application fee and $31.00 for fingerprint processing	Bachelor's degree from a regionally accredited college/university **AND** Master's degree in school counseling from a regionally accredited college/university approved by the NM Board of Education **OR** Master's degree in a discipline other than school counseling & 36-42 graduate hrs. in school counseling, including a practicum in a school setting approved by the NM Board of Education **OR** NCC certification by NBCC	Valid Level II NM teaching license **OR** 3 yrs. of documented, verified, & satisfactory experience in 1 or a combination of the following areas: teaching, school counseling, clinical practice, mental health work, or educational administration	None	No	Yes

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
NEW YORK Education Department Education Building, 5N Washington Avenue Albany, NY 12234 (518) 474-3901 $100.00 application fee	Baccalaureate degree from a regionally accredited institution of higher education or from an institution approved by NY Dept. of Education **AND** <u>For a provisional certificate (5 years):</u> At least 30 semester hrs. of approved graduate study in the field of school counseling including supervised practice in school counseling 2 hrs. training in identification & reporting of child abuse or maltreatment <u>For a permanent certificate:</u> Meet the educational requirements for a provisional certificate and complete 30 semester hrs. of additional graduate study in school counseling. Within the total program of preparation, a master's degree is required.	<u>For a provisional certificate (5 years):</u> None <u>For a permanent certificate:</u> 2 yrs of school experience in the field of pupil personnel services	None	Yes	No Must be a US citizen to obtain permanent certification

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
NORTH CAROLINA Department of Public Instruction 301 N. Wilmington Street Raleigh, NC 27601-2825 (919) 715-1000 $85.00 application fee	Master's degree from a state-approved program in guidance & counseling	None	Praxis II Specialty Area Exam: 570	Yes	No
NORTH DAKOTA Public Instruction Department State Capitol 11th Floor 600 E. Boulevard Avenue Bismarck, ND 58505-0440 (701) 328-2260 No application fee	Master's degree from a state-approved school counseling program Internship in school counseling (completion of a minimum of 6 semester hrs. or 450 contact hrs.)	Must hold a valid ND teaching certificate 2 yrs. of teaching/related human services experience	No	No	Yes, FBI background check and fingerprinting

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
OHIO Education Department 65 S. Front Street Room 412 Columbus, OH 43215 (614) 466-3593 Application fee: $40.00 in-state, $90.00 out-of-state Fingerprint & background check: $39.00	Master's degree from an approved program in school counseling	2 yrs. teaching/counseling experience (for out-of-state applicants 2 yrs. teaching requirement may be waived if have 5 yrs. of school counseling experience)	NTE Core Battery Exam NTE Specialty Area Exam	No	Yes
OKLAHOMA Education Department 2500 N. Lincoln Boulevard Oklahoma City, OK 73105-4599 (405) 521-3301 $30.00 application fee	Master's degree in school counseling & guidance Completion of a 2 semester hr. course in the education of the exceptional child Recency credit/experience	2 yrs. of previous related experience *This requirement phases out as of Sept. 1, 1999. A new competency-based licensure and certification system becomes effective on this date. Contact Oklahoma's Education Dept. for more information	Until Sept. 1, 1999* Oklahoma Teacher Certification Test and an examination in school counseling [*students admitted to a teacher prep. program prior to Sept.1, 1997 have until Sept. 1, 1999 to meet these requirements. Students admitted after Sept. 1, 1997 must meet these exam requirements: a school counselor competency exam which may be substituted by competency verification by the Nationally Certified School Counselor (NCSC) credential*]	Yes	No, however, districts have the option of requiring a background check

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
OREGON Education Department Public Service Building 255 Capitol Street, NE Salem, OR 97310-0203 (503) 378-3573 Out-of-state applicants: $75.00 application fee. In-state applicants: $60.00 fee Fingerprint processing fee: $42.00	Basic Counselor License: Master's degree from an approved teacher education institution, with 24 quarter hrs. of graduate preparation in: • Counseling Theory & Interventions • Groups: Theory & Interventions • Lifestyle & Career Development • Appraisal of Individuals • Social & Cultural Foundations • Consultation & Community Resources • Parent/Family Relations Completion of 6 quarter hrs. of supervised practicum or internship Standard Counselor License: Meet educational requirements for a basic counselor license and hold a Master's degree. Additional coursework in legal and professional issues for the school counselor; program development, management, and technology assisted guidance activities; research and evaluation; specialty areas.	Basic Counselor License: Previous experience is not required, but applicants with 2 or more yrs. of teaching experience may obtain a basic counselor license without a master's degree if they have earned the 24 quarter hrs. specified in the educational requirements (A master's degree is required for the standard counselor license, however) 1 yr. of previous school counseling experience may be substituted for required practicum/internship Applicants without prior teaching experience must complete both a teaching and a counseling practicum Standard Counselor License: At least 3 yrs. of half time school experience	California Basic Education Skills Test (total score needed to pass: 123) **OR** Praxis I (PPST): Reading: 174 Writing: 171 Mathematics: 175 **AND** Demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, & state and federal statutes prohibiting discrimination.	Yes	Yes

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
PENNSYLVANIA Education Department 333 Market Street Harrisburg, PA 17126-0333 (717) 783-6788 $15.00 application fee	Bachelor's degree from an approved/accredited institution Completion of an approved program in school counseling Minimum of a 300-hr. supervised school counseling internship (the college/univ. program can set the # of hrs. required)	None	No	No	Yes
RHODE ISLAND Elementary & Secondary Education Department 255 Westminister Street Providence, RI 02903 (401) 277-4600 Ext. 2003 $25.00 application fee	Bachelor's degree from an approved/accredited institution Completion of an advanced degree in an approved program in school counseling **OR** Master's degree from an accredited/approved institution with at least 24 semester hrs. in school counseling, including a 3 semester hour internship	2 yrs. teaching experience at the elementary or secondary level	No	Yes	No

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
SOUTH CAROLINA Education Department 1429 Senate Street Room 1006 Columbia, SC 29201 (803) 734-8466 $49.00 application fee	Bachelor's degree **AND** Master's degree in school counseling from a regionally accredited institution	None	NTE Core Battery: Prof'l Knowledge: 642 NTE Specialty Area Exam: 550 (Starting in 2000, Praxis I & II will replace the NTE)	Yes	Yes
SOUTH DAKOTA Education & Cultural Affairs Department 700 Governors Drive Pierre, SD 57501-2291 (605) 773-3134 $20.00 application fee	Bachelor's degree from an accredited 4 yr. college/ university **AND** Master's degree in school counseling & guidance, including a 500 clock hr. school internship under the supervision of a certified counselor & counselor educator Recency credit	None, except that individuals who hold a SD teacher certificate are not required to complete the 500 hr. internship	None	No	No

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
TENNESSEE Office of Certification & Licensure Andrew Johnson Tower 710 James Robertson Pkwy. 5th Floor Nashville, TN 37243-0379 (615) 532-4880 No application fee	Master's degree in an approved PreK-12 school counseling program Completion of a 1 semester school counseling internship. (universities require 300 hrs. preK-6 level and 300 hrs. 7-12 level = total of 600 hrs.)	None, but applicants without teaching experience must complete a semester-long orientation experience in a school setting as an <u>early</u> part of their preparation program	NTE Speciality Area Exam: School Guidance & Counseling	Yes	No
TEXAS State Board for Educator Certification 1001 Trinity Austin, TX 78701-2603 (512) 469-3000 $75.00 application fee	Bachelor's degree <u>AND</u> Completion of a 30 hr. graduate program in counseling that includes 3 semester hrs. in the guidance program, 6 semester hrs. in child development, and 21 semester hrs. in educational & occupational information, testing, guidance techniques, and a supervised practicum	Must hold a valid TX teacher certificate 3 yrs. of classroom teaching experience	Examination for the Certification of Educators in Texas (ExCET) (#60)	Yes	Yes

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
UTAH Education Office 250 E. 500 South Salt Lake City, UT 84111 (801) 538-7739 $15.00 filing fee and $25.00 application fee	Master's degree program in school counseling & guidance Practicum experience (the college/university program sets the # of hrs. required) Supervised 600-hr. field experience	None	None	Yes	Yes
VERMONT Education Department 120 State Street Montpelier, VT 05620-2501 (802) 828-3135 $75.00 application fee	Master's degree in guidance or its equivalent from a regionally accredited or state approved institution Supervised 300 clock hr. internship in school guidance 180 clock hrs. of field experience which provide for an awareness of the application of guidance services at the elementary (60 hrs.), middle/junior high (60 hrs.), and senior high (60 hrs.) levels	None	Demonstrate knowledge of the basic program components of VT Guidance Services K-12, issued by the VT State Dept. of Education Demonstrate ability to write clearly, apply appropriate mathematics skills effectively, to speak correctly, and to respond construct-ively to various student behaviors and needs	Yes	Yes

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
VIRGINIA Education Department James Monroe Building 101 N. 14th Street PO Box 2120 Richmond, VA 23218-2120 (804) 225-2022 Application fee: $50.00 in-state, $75.00 out-of state	Master's degree from an approved counselor education program which shall include at least 100 hours of clinical experience in the preK-6 setting and 100 hours in the grades 7-12 setting. OR Master's degree from an accredited college/university & certification from an approved counselor education program where sufficient coursework and clinical experience was acquired.	2 yrs. of successful full-time teaching/counseling experience (requirement may be satisfied with experience earned under a provisional license)	No	Yes	No
WASHINGTON Professional Education & Certification Department PO Box 47200 Olympia, WA 98504-7200 (360) 753-6738 $55.00 application fee and $59.00 fingerprint processing fee	Master's degree from an approved program in school counseling & guidance Completion of 10 clock hrs. of coursework relating to issues of abuse	Initial Level: None Continuing Level: 180 days in school setting	Written comprehensive exam as part of Master's degree OR National Counselor Examination OR Praxis II: School Guidance & Counseling	Yes	Yes

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
WEST VIRGINIA Department of Education Building 6, Room 252 1900 Kanawha Blvd. East Charleston, WV 25305 (304) 558-7010 (800) 982-2378 $5.00 application fee	Master's degree from an accredited institution Completion of an approved program for school counselors through an accredited institution of higher education Overall GPA of 2.5	None	Praxis I (PPST) **AND** Praxis II: School Guidance & Counseling	Yes	No Must be US citizen Must present evidence of good moral character & personal physical, emotional, & mental fitness to perform the duties of a counselor

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
WISCONSIN Public Instruction Department PO Box 7841 Madison, WI 53707-7841 (608) 266-3390 Application fee: $100.00 in-state, $100.00 out-of-state	Master's degree in school counseling & guidance **OR** Master's degree that includes 30 semester credits in school counseling & guidance	Eligibility for a WI license to teach in the elementary/ secondary schools & 2 yrs. of successful teaching experience at the elementary/secondary school levels **OR** Completion of an approved elementary/secondary teacher education programs & 2 yrs. of successful teaching experience at the elementary/ secondary school levels **OR** Completion of an approved 1 yr. full-time internship in school counseling **OR** A minimum of 2 yrs. of successful experience as a licensed school counselor in an assigned position of 1/2 time or more	None	No	Yes

STATE	*EDUCATIONAL REQUIREMENTS*	*EXPERIENCE REQUIREMENTS*	*EXAMINATION*	*RECIPROCITY*	*BACK GROUND CHECK*
WYOMING Professional Teaching Standards Board Hathaway Building 2nd Floor 2300 Capitol Avenue Cheyenne, WY 82002-0050 (307) 777-6248 $130.00 application fee $45.00 fingerprint processing fee	Completion of a teacher preparation program Master's degree in school counseling & guidance from an approved program Practicum or an internship in a recognized K-12 school setting (the college/university program sets the # of hrs. required)	Must hold a valid WY teaching certificate 2 yrs. of classroom teaching or school counseling experience in a recognized K-12 school setting **OR** 3 yrs. of comparable experience in a human services setting	Examinations on the Constitutions of the U.S. & Wyoming	Yes	Yes

STATE MANDATES FOR THE PROVISION OF SCHOOL GUIDANCE AND COUNSELING

Through both legislative and administrative action, a growing number of states require local school districts to provide guidance and counseling services to their students.

This year, ACA conducted a survey of state education agencies to determine the current status of counseling mandates, the grade levels to which the mandates apply, the source of mandates (administrative or legislative action), specific requirements of the mandates (e.g., counselor-student ratios), and whether the mandate was supported with state or local funds. Agencies in states without a mandate were also asked if they were actively considering establishing a mandate through administrative action.

The results of the survey are outlined in the chart on pages 42-49 of this report. Pages 50-58 contain actual mandates for (5) states.

AN OVERVIEW OF STATE COUNSELING MANDATES

⇒ ***Twenty-three (23) states and the District of Columbia mandate the provision of guidance and counseling services in public elementary and/or secondary schools.*** Most of these mandates were established through legislative action.

♦ One (1) state, Wyoming, is actively considering establishing a mandate through legislative action.

⇒ ***Nineteen (19) states and the District of Columbia mandate the provision of guidance and counseling at all grade levels.*** Two (2) states mandate services in grades 7-12, and the remaining two (2) states mandate services in grades 9-12.

⇒ ***Fourteen states (14) prescribe specific counselor-student ratios in their mandates.*** Ratios range from 1 counselor for every 400 students to 1 counselor for every 800 students.

⇒ ***Most state counseling mandates are funded through local tax levy funds.*** Only nine (9) states provide state funding to support mandated counseling services.

⇒ ***Two (2) states, North Dakota and Utah, require school guidance and counseling services as part of the public elementary and secondary schools' accreditation process.***

STATE COUNSELING MANDATES

State	Is Counseling Mandated?	Grade Level K-8	Grade Level 9-12	Ratio Counselor: Students	Source Of Mandate	Who Funds Mandate?	Is Mandate Being Considered?
Alabama	Yes	✓	✓	1:500-749*	State Foundation Program	State	
Alaska	No						No
Arizona	No						No
Arkansas	Yes	✓	✓	K-8: 1:450 9-12: 1:450	Legislative action	Local	
California	No						No
Colorado	No						No
Connecticut	No						No

State	Is Counseling Mandated?	Grade Level K-8	Grade Level 9-12	Ratio Counselor: Students	Source Of Mandate	Who Funds Mandate?	Is Mandate Being Considered?
Delaware	No						No
District of Columbia	Yes	✓	✓			State and Local	
Florida	No						No
Georgia	Yes	✓	✓	1:400	Agency Action		
Hawaii	Yes	✓	✓	Flexible	Legislative action	State	
Idaho	No						No
Illinois	No						No
Indiana	Yes	✓ (7-8)	✓	None	State Board of Education Rules	State	Not for elementary level

State	Is Counseling Mandated?	Grade Level K-8	Grade Level 9-12	Ratio Counselor: Students	Source Of Mandate	Who Funds Mandate?	Is Mandate Being Considered?
Iowa	Yes	✓	✓	None	Legislative & agency action	State	
Kansas	No						
Kentucky	No						No
Louisiana	Yes	✓	✓	1:400	Legislative action		
Maine	Yes	✓	✓	None	Legislative action	Local	
Maryland	No						No
Massachusetts	No						No

State	Is Counseling Mandated?	Grade Level K-8	Grade Level 9-12	Ratio Counselor: Students	Source Of Mandate	Who Funds Mandate?	Is Mandate Being Considered?
Michigan	No						No
Minnesota	No						No
Mississippi	Yes		✓	One half-time counselor position required at each secondary school	Legislative action	State	
Missouri	Yes	✓	✓	1:500	State Board of Education	75% State 25% Local	
Montana	Yes	✓	✓	1:400	Board of Public Education	Unfunded	
Nebraska	Yes		✓	1:450	State Board (Rule 10)	Local	

State	Is Counseling Mandated?	Grade Level K-8	Grade Level 9-12	Ratio Counselor: Students	Source Of Mandate	Who Funds Mandate?	Is Mandate Being Considered?
Nevada	No						No
New Hampshire	Yes	✓	✓	K-5: 1:500 6-12: 1:300	Agency action	Local	
New Jersey	No						No
New Mexico	Yes	✓	✓	None	Agency action	Local	
New York	Yes	✓ (7-8)	✓	None	Agency action	Local	
North Carolina	Yes	✓	✓	1:400	Legislative & agency action	State and local	
North Dakota	Needed for accreditation*	✓	✓	Secondary: 1: 450 Elementary: 1:500 (Recommended)	Agency action	Legislature	Yes

State	Is Counseling Mandated?	Grade Level K-8	Grade Level 9-12	Ratio Counselor: Students	Source Of Mandate	Who Funds Mandate?	Is Mandate Being Considered?
Ohio	No						No
Oklahoma	Yes	✓*	✓	1:450	Legislative & agency action		
Oregon	No						No
Pennsylvania	No						No
Rhode Island	Yes	✓*	✓		Legislative & agency action		
South Carolina	Yes	✓	✓	K-6: 1:800 7-12: 1:500	Legislative & agency action	State	
South Dakota	No						No

State	Is Counseling Mandated?	Grade Level K-8	Grade Level 9-12	Ratio Counselor: Students	Source Of Mandate	Who Funds Mandate?	Is Mandate Being Considered?
Tennessee	No						No
Texas	No						No
Utah	Needed for incentive grants*						No
Vermont	Yes	✓	✓	K-6: 1:400 7-12: 1:300	Agency action	Local	
Virginia	Yes	✓	✓	1:500	Legislative action	State	
Washington	No						No
West Virginia	Yes	✓	✓	K-6: 1:500 7-8: 1:450 9-12: 1:400	Legislative action	Local	

State	Is Counseling Mandated?	Grade Level K-8	Grade Level 9-12	Ratio Counselor: Students	Source Of Mandate	Who Funds Mandate?	Is Mandate Being Considered?
Wisconsin	Yes	✓	✓	None	Legislative action	Local	
Wyoming	No						Yes

* **Alabama** - Required counselor-to-students ratio is based on the following SACS standards based on school population:

Number of Counselors	Elementary	Secondary
0.5	1-499	1-499
1.0	500-749	500-749
1.5	750-799	
2.0	1,000-1249	750-999
2.5	1,250-1499	1,000-1249
3.0	1,500 and up	1,250 and up

* **North Dakota** - Provision of counseling services is not mandated, but is required by state agency in order for school to be accredited and made eligible for state foundation aid funding. Recommended counselor-to-students ratio is 1:500 for elementary schools and 1:450 for secondary schools. The state legislature is considering turning these requirements into a mandate on schools.

* **Oklahoma** - The counseling mandate for grade levels K-8 is not effective until June 30, 1999.

* **Rhode Island** - Counseling services for grade levels K-8 need not be provided by certified guidance counselors.

* **Utah** - Counseling is not mandated, but accreditation is needed for incentive grants (SEOP - Student Education Occupation Plan). The state's goal for counselor-to-students ratio for grades 7-12 is 1:400.

Georgia

(State Board of Education Regulation)

A school system with a school enrolling students in any grade 9-12 shall employ SCHOOL COUNSELORS to provide guidance and counseling services, including guidance program program planning, implementation and evaluation. The number of counselors required is determined as follows:

9-12 FTE	*Counselors*
1-220	1/2
221-440	1

(i) A school system shall employ an additional half-time counselor in a school for each additional 250 FTE above 440 in that school.

(ii) Once a school system has employed three counselors for a school, it may employ paraprofessionals for guidance activities in lieu of additional counselors for that school at a ratio of three paraprofessionals for one counselor.

1. Personnel employed as required by this rule shall meet the in-field requirements of the following rules as appropriate to the position.

160-4-2-.28 Qualification and Duties: Paraprofessional Personnel
160-4-7-.11 Qualified Psychological Examiners
160-6-1-.123 In-Field Statement
160-6-1-.138 Media Specialist
160-6-1-.139 School Counseling
160-6-1-.140 School Nutrition Director
160-6-1-.141 School Psychology
160-6-1-.142 School Social Work
160-6-1-.158 Administration and Supervision
160-6-1-.159 Director of Special Education
160-6-1-.160 Director of Vocational Education
160-6-1-.162 Director of Media Centers
160-6-1-.163 Director of Pupil Personnel Services
160-6-1-.166 Instructional Supervision

Louisiana

(Louisiana House Bill No.2001 Act 911)

An Act

To enact R.S. 17:3005, relative to guidance counselors; to provide relative to elementary school guidance counselors for all students in kindergarten through grade six; to require parish and city school boards to provide such counselors according to certain guidelines; to provide relative to certification requirements for such counselors; to provide certain guidance services and work time for such guidance counselors; to provide relative to certain exceptions; to provide for annual reporting by the State Board of Elementary and Secondary Education; to provide relative to funding; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section I.R.S. 17:3005 is hereby enacted to read as follows:

Elementary school guidance counselors; availability; guidelines; requirements; guidance services; work time; exceptions; reporting; funding.

A. Each parish and city school board shall provide elementary school guidance counselors for all students in kindergarten through grade six in the public elementary schools in the state in accordance with guidelines as established by the State Board of Elementary and Secondary Education. Such guidelines shall require that there shall be one guidance counselor per every four hundred students.

B. Any elementary school guidance counselor employed by a parish or city school board pursuant to the provisions of this Section shall be certified as required by the state of Louisiana.

C. Such guidance counselors shall provide preventive and developmental guidance services to all public elementary school students in kindergarten through grade six in order to prepare them for middle, junior, and senior high school responsibilities and their social and physical development. In providing such guidance services, the counselors may:

(1) Aid children in academic development through the use and interpretation of test scores, improved pupil self-concept, and early identification and attention to problems that are deterrents to learning and development.

(2) Serve as consultants to teachers relative to the use of test scores and improvement of the learning environment, use of out-of-state school resources and agencies, and development of a home-school liaison.

(3) Offer services related to the identification and placement of children with handicapping conditions.

(4) Serve as a consultant to parents, in a liaison capacity, as a resource in understanding growth and development problems, and as an aid in understanding how some non-school factors affect learning and achievement of children.

(5) Serve as a resource in decreasing discipline and other at-risk behavioral problems through an understanding of peer relations, teacher-pupil relations, social awareness, drug awareness, and others.

(6) Aid in improving school attendance and retention by implementing an early identification and prevention program for potential attendance and retention problems.

(7) Serve as a resource to parents in decreasing the incidence of juvenile delinquency by early intervention through guidance and counseling services.

(8) Consult with teachers in implementing a career development program which, at the elementary school level, includes self-awareness, job awareness, and prevocational orientation.

(9) Provide an available source for youngsters needing someone to "just listen" to their problems or concerns.

D. Guidance counselors shall spend the majority of their time on providing direct counseling related to students.

E. Nothing in Subsection A of this Section shall prohibit any parish or city school board from employing more elementary school guidance counselors than provided in Subsection A.

F. The State Board of Elementary and Secondary Education shall annually report to the legislature on the implementation and effectiveness of the program as provided in this Section.

G. The provisions of this Section shall become effective upon the provision of funds for this purpose in the Minimum Foundation Program.

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New Hampshire

(State Board of Education Regulation)

Ed 306.14 Guidance

Each school shall develop and implement a written plan for the school's guidance and counseling program which shall be developmentally appropriate and designed to address the educational and career needs of all students.

(a) For each school, this plan shall provide for the delivery of the following:

(1) career, occupational, and educational information;
(2) student appraisal activities;
(3) placement services; and
(4) the identification and referral of students in need of special services, including suicide prevention and psychiatric referrals.

(b) For each high school, this plan shall also provide for the delivery of career and college counseling.

Ed 306.17 Provision of Staff and Staff Qualifications

(a) To carry out the educational program established by these standards and local school board policy, each school shall provide the services of a principal, a library media generalist, teachers, and guidance counselor(s). In addition, each elementary school shall provide the services of a reading specialist to facilitate the delivery of the language arts and reading program established in Ed 306.30(a).

(c) In each elementary school, in carrying out the guidance program established by Ed 306.14, the counseling load shall not exceed the equivalent of 1 full-time guidance counselor per 500 students served. In each middle/junior high school and each high school, in carrying out the guidance program established by Ed 306.14, the counseling load shall not exceed the equivalent of 1 full-time guidance counselor per 300 students served.

New Mexico

(State Board of Education Regulation No.90-2)

Support Services and Programs

A.7.1 Guidance Programs

A.7.1.1. Each school district shall offer a guidance program concerned with physical, social, intellectual, emotional, and vocational growth of each student. It shall be integrated with the entire educational program.

A.7.1.2. Each district shall design and staff its program to meet its assessed needs.

A.7. 1.3. Students shall be assisted in the development of social skills such as understanding and acceptance of themselves and others.

A.7.1.4. The program shall help students (K-12) understand the role of education in their lives and think maturely about life planning, goal seeking, choice making, and problem solving.

A.7.1.5. Career counseling shall provide information on educational and occupational opportunities and shall help students assess their aptitudes and interests. This shall be done on a continuing basis beginning at the kindergarten level.

A.7.1.6. Individual counseling shall provide students with opportunities for acquiring skills to deal with their personal lives.

A.7.1.7. Both student schedules and counselor schedules shall provide time for counseling.

A.7.1.8. The counselor in a multicultural setting shall know how to deal with its unique social, economic, and political characteristics.

A. 7.1.9. Functions of the guidance staff:

A. Maintain confidential, appropriate, adequate, and meaningful counseling records.

B. Establish a functional system (consistent with State Department of Education Regulations) to identify students with special aptitudes and disabilities and to provide appropriate follow up.

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C. Coordinate and implement a program to help the school staff understand their students.

D. Design and implement orientation programs to facilitate the pupil's transition from elementary to middle/junior high school and from middle/junior high school to high school.

E. Demonstrate an understanding of child growth and behavior.

F. Serve as a student, staff, and community resource in each school.

South Carolina

Constitutional and Statutory Provisions:
Section 59-5-60. General powers of [State] Board.
Code of Laws of South Carolina, 1976.

State Board Regulation:
Guidance Program

Elementary Schools:

1. Guidance services or remedial teacher(s) in reading and/or math are required in schools having any combination of grades 1-6.

2. Students in grades 1-6 shall be provided services of a guidance counselor or remedial teacher in reading or math in the following ratio:

Membership	*FTE*	*or*	*Minutes Daily*
800 or more	1.0		300
640-799	.8		240
480-639	.6		180
320-479	.4		120
Less than 320	.2		60

3. Guidance services are required for grades 5 and 6 when housed with grades 7 and/or 8.

4. Appropriate space shall be provided for counseling.

5. A comprehensive, written guidance plan shall provide the basis and structure for the guidance program.

6. Adequate materials shall be provided to implement the program.

7. The program shall include standardized testing.

Grades 7-8:

1. Guidance Services shall be provided for schools with any combination of grades 7-8.

2. Schools with fewer than 600 pupils shall provide the serves of a guidance counselor in the following ratio:

Membership	*Minimum Allotted Time*
up to 200	100 minutes daily
201 to 300	150 minutes daily
301 to 400	200 minutes daily
401 to 500	250 minutes daily
501 to 600	300 minutes daily

3. Schools with memberships of 501 or more shall employ one full-time certified counselor. Schools with more than 600 students shall provide guidance services at the ratio of one 50-minute period for each 100 students or major portion thereof.

4. A private office shall be provided for counseling.

5. A comprehensive written guidance plan shall provide the basis and structure for the guidance program.

6. Adequate materials shall be provided to implement the program.

7. The program shall include standardized testing.

Secondary Schools:

1. Schools with less than 600 students shall provide the services of a guidance counselor in the following ratio:

Membership	*Minimum Allotted Time*
up to 200	100 minutes daily
201 to 300	150 minutes daily
301 to 400	200 minutes daily
401 to 500	250 minutes daily
501 to 600	300 minutes daily

2. Schools with memberships of 501 or more shall employ one full-time certified counselor. Schools with more than 600 students shall provide guidance services at the ratio of 50 minutes for each additional 51-100 students to the extent that the total school membership reflects a minimum of 50 minutes of guidance services for each 100 students.

3. A private office shall be provided for counseling.

4. A comprehensive written guidance plan shall provide the basis and structure for the guidance program.

5. Adequate materials shall be provided.

6. The program shall include standardized testing.

Vocational Centers:

1. Vocational centers servicing less than 300 students shall provide the services of a qualified counselor for vocational students in the following ratio:

Membership	*Minimum Allotted Time*
up to 200	100 minutes daily
201 to 300	150 minutes daily

2. Schools serving more than 300 students shall provide guidance services at the ratio of 50 minutes for each additional 50-100 students to the extent that the total school membership reflects a minimum of 50 minutes of guidance services for each 100 students. Schools serving memberships of 501 or more shall have one full-time certified counselor.

3. A private office shall be provided for counseling vocational students.

4. Adequate materials and supplies shall be provided for guidance programs conducted in the vocational centers.

Role Statement: The School Counselor

American School Counselor Association

The American School Counselor Association recognizes and supports the implementation of comprehensive developmental counseling programs at all educational levels. The programs are designed to help all students develop their educational, social, career, and personal strengths and to become responsible and productive citizens. School counselors help create and organize these programs, as well as provide appropriate counselor interventions.

School counseling programs are developmental by design, focusing on needs, interests, and issues related to the various stages of student growth. There are objectives, activities, special services and expected outcomes, with an emphasis on helping students to learn more effectively and efficiently. There is a commitment to individual uniqueness and the maximum development of human potential. A counseling program is an integral part of a school's total educational program.

The School Counselor

The school counselor is a certified professional educator who assists students, teachers, parents, and administrators. Three generally recognized helping processes used by the counselor are counseling, consulting, and coordinating: 1) Counseling is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making, and discovering personal meaning related to learning and development; 2) Consultation is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students; 3) Coordination is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.

School counselors are employed in elementary, middle/junior high, senior high, and post-secondary schools. Their work is differentiated by attention to age-specific developmental stages of growth and related interests, tasks, and challenges. School counselors are human behavior and relationship specialists who organize their work around fundamental interventions.

Counselor interventions have sometimes been referred to as functions, services, approaches, tasks, activities, or jobs. They have, at times, been viewed as roles themselves, helping to create the image of the counselor. In a comprehensive developmental counseling program, school counselors organize their work schedules around the following basic interventions:

- **Individual C nseling**. Individual counseling is a personal and private interaction between a cou lor and a student in which they work together on a problem or topic of interest. A face-to-face, one-to-one meeting with a counselor provides a student maxin.um privacy in which to freely explore ideas, feelings, and behaviors. School counselors establish trust and build a helping relationship. They respect the privacy of information, always considering actions in terms of the rights, integrity, and welfare of students. Counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided.

- **Small Group Counseling**. Small group counseling involves a counselor working with two or more students together. Group size generally ranges from five to eight membe.s. Group discussion may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their g als and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Discussions may be growt:-centered, where general topics are related to personal and academic development.

- **Large Group Guidance**. Large group meetings offer the best opportunity to provide guidance to the largest number of students in a school. Counselors first work with students in large groups wherever appropriate because it is the most efficient use of time. Large group work involves cooperative learning methods, in which the larger group is divided into smaller working groups under the supervision of a counselor or teacher. The guidance and counseling curriculum, composed of organized objectives and adjectives, is delivered by teachers or counselors in classrooms or advisory groups. School counselors and teacher: may co-lead some activities. Counselors develop and present special guidance units which give attention to particular development issues or areas of concern in their respective schools and they help prepare teachers to deliver part of the guidance and counseling curriculum.

- **Consultation**. The counselor as a consultant helps people to be more effective in working with others. Consultation helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences, or through staff-development activities.

- **Coordination**. Coordination as a counselor intervention is the process of managing various indirect services which benefit students and being a liaison between school and community agencies. It may include organizing special events which involve parents or resource people in the community in guidance projects. It often entails collecting data and disseminating information. Counselors might coordinate a student needs

assessment, the interpretation of standardized tests, a child study team, or a guidance related teacher or parent education program.

The Preparation of School Counselors

School counselors are prepared for their work through the study of interpersonal relationships and behavioral sciences in graduate education courses in accredited colleges and universities. Preparation involves special training in counseling theory and skills related to school settings. Particular attention is given to personality and human development theories and research, including career and life-skills development; learning theories, the nature of change and the helping process; theories and approaches to appraisal, multicultural and community awareness; educational environments; curriculum development; professional ethics; and, program planning, management, and evaluation.

Counselors are prepared to use the basic interventions in a school setting, with special emphasis on the study of helping relationships, facilitative skills, brief counseling; group dynamics and group learning activities; family systems, brief counseling; group dynamics and group learning activities; family systems; peer helper programs, multicultural and cross-cultural helping approaches; and, educational and community resources for special school populations.

School counselors are aware of their own professional competencies and responsibilities within the school setting. They know when and how to refer or involve other professionals. They are accountable for their actions and participate in appropriate studies and research related to their work.

Responsibility to the Profession

To assure high quality practice, counselors are committed to continued professional growth and personal development. They are active members of the American Association for Counseling and Development and the American School Counselor Association, as well as state and local professional associations which foster and promote school counseling. They also uphold the ethical and professional standards of these associations.

School counselors meet the state certification standards and abide by the laws in the states where they are working. Counselors work cooperatively with individuals and organizations to promote the overall development of children, youth, and families in their communities.

(Adopted July 1990)

THE SCHOOL COUNSELOR AND COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

THE POSITION STATEMENT OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA): (Adopted 1997)

ASCA endorses comprehensive school counseling programs that promote and enhance student learning. The focus of the program is on the three broad and interrelated areas of student development: academic, career and personal/social development. Each encompasses a variety of desired student learning competencies, which form the foundation of the developmental school counseling program. The school counselor uses a variety of activities and resources to promote the desired student development. School counselor responsibilities include organization, implementation, and coordination of the program.

THE RATIONALE:

A comprehensive school counseling program is developmental in nature. It is systematic, sequential, clearly defined and accountable. The foundation of the program is developmental psychology, educational philosophy, and counseling methodology. Proactive and preventative in focus, the school counseling program is integral to the educational program. It assists students in acquiring and using life-long skills through the development of academic, career, self-awareness, and interpersonal communication skills. The goal of the comprehensive school counseling program is to provide all students with life success skills.

The school counseling program has characteristics similar to other educational programs, including a scope and sequence; student competencies or outcomes; activities and processes to assist students in achieving the outcomes; professionally credentialed personnel; materials and resources; and national standards for evaluation.

We recognize that our educational system is being challenged by the increasing needs of today's students and the rising expectations of society. Many of our children enter school with emotional, physical, and interpersonal barriers to learning. Although comprehensive school counseling programs include necessary crisis-oriented responsive services, the emphasis is on the developmental skill building for all students beginning when students enter school and continuing as they progress through the grades.

Effective school counseling programs are a collaborative effort between the counselor and other educators to create an environment which promotes school success. Staff and counselors value and respond to the diversity and individual differences in our society and communities. Comprehensive school counseling programs help ensure equal opportunities for all students to participate fully in the educational process.

This school counseling model is compatible with the *National Education Goals* and the *National Standards for School Counseling Programs*.

THE COUNSELOR'S ROLE:

Within a comprehensive school counseling program, counselors will focus their skills, time and energy on direct service to students, staff, and families. ASCA recommends a realistic counselor-student ratio to be 1:250. School counselors will spend 70% of their time in direct service to students. Indirect services will include counseling program planning, maintenance and evaluation, participation in school site planning and implementation, partnerships and alliances with postsecondary institutions, businesses, and community agencies, and other tasks which enhance the mission of the program.

The comprehensive school counseling program balances many components. It requires counselors to deliver individual and small group counseling and large group guidance; to teach skill development in academic, career and personal/social areas; to provide consultation and case management; and to coordinate, manage, and evaluate the school counseling program.

As student advocates, school counselors participate as members of the educational team. They consult and collaborate with teachers, administrators, and families to assist students to be successful academically, vocationally, and personally. School counselors are indispensable partners with the instructional staff in the development of contributing members of society. They assure, on behalf of students and their families, that all school programs facilitate the educational process and offer the opportunity for school success.

SUMMARY:

A written comprehensive, developmentally-based preK-12 school counseling program should be implemented in every school district. It should include a systematic and planned program delivery that productively involves all students and promotes and enhances the learning process. The comprehensive school counseling program facilitates student development in three areas:

- academic development which includes the acquisition of skills, attitudes, and knowledge which contributes to effective learning in school and throughout the life span;
- career development which includes the foundation for the acquisition of skills, attitudes, and knowledge which will enable students to make a successful transition from school to careers;
- personal/social development which includes the acquisition of skills, attitudes and knowledge to help students understand and respect self and others, acquire effective interpersonal skills, understand and practice safety and survival skills, and develop into contributing members of society.

The comprehensive school counseling program should be supported by appropriate resources and implemented and coordinated by a credentialed professional school counselor

THE SCHOOL COUNSELOR CREDENTIALING AND LICENSURE

(Adopted 1990; revised 1993)

ASCA *strongly endorses and supports the school counselor standards developed by the Council for Accreditation of Counseling and Related Educational Programs* (CACREP) *and encourages all state education agencies to adopt those professional standards for school counselor credentialing. Further,* ASCA *supports the credentialing and employment of well qualified counselors who have a background in the schools. It also supports the credentialing and employment of counselors who do not have a background in the schools as long as they have a Master's degree in the helping field with training in all areas specified by the* CACREP *standards plus a one year internship in a school under the supervision of a qualified school counselor and a university supervisor.*